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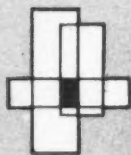
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ABSTRACT

To assist media-center personnel in planning their centers, and to help them develop more effective use of learning resources, a number of school media centers said to be of unusually high quality are listed and described. Generalizations said to promote quality are highlighted and examples given. Each school is identified by name, address, size and numbers of staff and a contact given. Two recent reference publications also are listed. (SK)

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Research
Ideas
Practice



CURRICULUM Report

FROM THE CURRICULUM SERVICE CENTER / NASSP

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How to be resourceful in CENTERING INSTRUCTIONAL MEDIA



Everybody Doesn't Know

"Everybody knows" that a media or learning resources center, if it is true to its vision, is much more than just a school library with a modish name change. But how much more? In what ways different? How does a school get there from here? How does it know when it has arrived? And, of course, why bother anyway?

Questions such as these merit full and satisfactory answers, but not "everybody" is sure of what those answers may be. Finding answers has been a continuing concern of specialists in the production and use of instructional media and of their professional associations, notably the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). Unfortunately, secondary school administrators and teachers often are beyond the reach of this answering service and consequently feel obliged to act on the basis of their own home-made and possibly incomplete answers or, in desperation, to try to pretend that the questions aren't important and can be shelved and forgotten.



But Some People Do

But there are ways--media, if you will--for sharing what some schools have learned about the wholesome development and effective use of learning resources centers. This information is needed by schools that are just starting to develop centers or those whose initial efforts appear to be unproductive or off-course. NASSP, through its Committee on Educational Technology, is undertaking to open up and broaden these channels. This issue of the Curriculum Report is one outcome of that commitment.

Several months ago, representatives of AECT and AASL met with members of NASSP's Committee on Educational Technology. Their aim was to devise methods to improve the quantitative and qualitative flow of both theoretical and practical information about instructional media between secondary school generalists and specialists. Secondary schools widely accept the idea of putting a media center at the hub of a school's instructional efforts, but often don't know what this idea ought to look like when put into practice.

This group recommended that an issue of the Curriculum Report describe the media centers of a few selected schools whose facilities and practices are of unusually high quality. Rather than making pronouncements about what others ought to do, the

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Curriculum Report would concentrate on examples from which readers could draw their own conclusions.

Accordingly, 14 secondary schools of various types and in various locations, selected from nominations obtained from AECT and AASL sources, were asked to provide information about their learning resources centers--in whatever form and detail they could most easily provide it--for use in assembling this Report. (Note that no one thinks of these as the 14 best media centers in the United States or that they are the only models of good practice. But good practices these 14 do have, and these centers can be safely employed as models by other schools that wish to use them that way.)



And This Is What Comes of the Knowing

Responses were prompt and full, as one might expect from a group of communications media specialists. But this generous outpouring caused problems, too, inasmuch as the editor found himself with considerably more worthwhile information than could be transferred to these few pages. A reading of the replies made it evident, though, that the 14 centers had a number of characteristics in common and that, therefore, complete descriptions of all of them might be more repetitious than instructive. Instead, some of the generalizations suggested by these similarities are presented here, each illustrated by reference to practices in one or more of the contributing schools.

■ *However, one of the materials centers is described first in overall fashion as an example of the context in which these selected practices are likely to be found.*

■ LINCOLN COMMUNITY HIGH SCHOOL, Lincoln, Ill. 62656. Lincoln is a city of 18,000 in the central part of the state. This four-year high school has 1200 students and 90 staff members. Contacts: John Landis, director of special projects, or Leonard Juhl, IMC coordinator.

The Lincoln High School Instructional Materials Center (IMC) is composed of six separate rooms or areas, all adjacent and all connected through open doorways, with a total floor space of approximately 7,000 square feet. Prior to the creation of the IMC, three of these rooms were classrooms; a fourth was a study hall; another was the library; and the sixth was a library office and annex.

- One area of the IMC is the newspaper and periodical room, where current issues of 125 periodicals are on display on open shelves. Approximately 25 periodical titles are purchased on microfilm and are stored in this area. Three microfilm readers, one of which is a reader-printer, are also located here.

- The main reading room, which formerly was the library, has seating of two types: the traditional library tables and chairs and also six quad-carrels that are available for quiet, concentrated study. At present there are approximately 14,000 titles in the book collection, including reference materials in all curriculum fields. Stacks are open for student browsing, but they are monitored and students must check out all books at the charge desk as they leave the stack area. All non-print instructional materials are included in the card catalog in the main reading room.

- A third area is called the AV check-out room, which is covered by the library clerk who is responsible for checking out the materials housed there to both students and faculty. The clerk also operates the high-speed cassette tape duplicator and the

Thermofax copier. She also catalogs many of the instructional materials and keeps a printed listing of instructional materials up to date. The sound system for the entire IMC is controlled from this room. (Soft music for all of the IMC is played the entire day.)

Students and teachers may check out and take home any of the instructional materials available, along with appropriate machines for playing materials when needed, the only exception being the videotape recorders, which are too heavy.

- The looking-and-listening room is adjacent to the AV check-out room. In it are 27 individual carrels, all with electrical outlets. Students check out materials and equipment--for instance, a filmstrip or slide set or cassette tape or film loop--and bring them to the looking-and-listening room. One especially noteworthy feature of this room is the collection of electronic calculators for student use. Most of these are capable only of handling the four basic mathematical operations, but three programable display calculators are also available for students in advanced math and science classes.

- Nearby is the studio where the graphic artists do their work, which in large part is creating instructional materials for teachers: slides, posters, overhead transparencies, drawings, videotapes, games, bulletin board materials, etc.

- The sixth area of the Instructional Materials Center is the control room for the closed circuit educational television distribution system. This system consists of a web of cable from 42 teaching stations connected to a central unit that receives the desired signals. These signals may originate from a videotape, a live commercial or educational television station, cable TV, a live show being picked up by a television camera, or regular 16mm movie film. Five channels are available, so five different programs can be transmitted simultaneously.

★ The IMC staff has four full-time certified members: the director, who also serves as audiovisual director for the school; two librarians; and a remedial reading teacher. In addition, there are four full-time noncertified members: two graphic artists, a media technician, and a library clerk. Each of approximately 40 student helpers, who are members of a very active IMC Club, also works for an hour every day. (The artists and the media technician are supported through Title III, ESEA, funding for two innovative programs--a learning disability program and a career ed program.)

■ *"How much more than just a library ought a learning resources center to be?" was one of the questions asked at the outset. While answers are implied by many of the practices and relationships to be narrated as this discussion moves along, specific statements of sense of purpose can help to bring out those implications. Here are two examples.*

9 WATERVILLE HIGH SCHOOL, Waterville, Me. 04901. Waterville is an industrial community of about 20,000 in southwestern Maine. A school staff of about 100 serves more than 1300 students in this four-year high school. Contact: Judith Powell, director, Media Center.

In a handbook for students, Waterville High Media Center says its goals are:

- ✓ To provide equal access to the Media Center for all members of the school community, and, whenever practical, to other schools and the community at large;

- ✓ To offer a wide range of choices in instructional media suited for individual and/or group use as an integral part of the curriculum;
- ✓ To provide recreational media and information services for the reading, viewing, and listening purposes of students and teachers;
- ✓ To provide evaluation, selection, ordering, processing, and maintenance services for the acquisition and use of materials and equipment;
- ✓ To provide information and access to resources and media available beyond the Media Center's collection;
- ✓ To provide instruction in the use of all materials and equipment;
- ✓ To provide equipment and materials as well as assistance for the production of original materials and/or programs which will be suitable for instructional purposes;
- ✓ To provide a choice of congenial and appropriate environments which will be conducive to and which will stimulate a variety of learning experiences;
- ✓ To provide a specialized staff who are concerned with and sympathetic to the needs of the learner and the teacher; and
- ✓ To promote literacy in the use of all types of media.

■ CLAGUE MIDDLE SCHOOL, 2616 Nixon Rd., Ann Arbor, Mich. 48105. This school, opened in 1972 with grades 7, 8, and 9, is organized as three cross-graded houses and administered by a team consisting of the three co-equal house leaders. Contact: Judith Schmidt, librarian.

Asked for "the ways in which a media center is an integral and influential element in the school's instructional scheme, in contrast to the kind of 'maid servant' role libraries and other services have had to play in times past....," Judith Schmidt responded:

We do not reject the 'maid servant' role, except insofar as it implies an inequality in roles. We gladly accept being a service area. Anything within reason that we can do to improve the learning environment for kids we will try to do. Any way we can help teachers teach more effectively we'll be happy to go....We deal with a flow of materials: books, magazines, films, filmstrips, etc., through the center and with a flow of people: students, teachers, administrators, all with needs and ideas to share. Our task is to listen attentively in order to become aware of the needs, and to get the people and the materials together....We are strongly interested in curriculum, but we are not qualified to tell teachers how to teach.

■ *Frequently, a learning resources center is more than a collaborator or a handy assistant in the teaching/learning process. A center may itself be responsible for a significant part of the school's curriculum.*

■ ABERNATHY HIGH SCHOOL, Abernathy, Tex. 79311. Grades 9-12; 345 students. Same building also houses a junior high school (gr. 6-8), all underground, whose faculty and students also use the learning center described here. Contact: Curtis Davenport, principal and academic director.

Abernathy High School has embarked on a plan to individualize its present academic offerings and, more important, through various programs of individual/independent study to expand those offerings almost without limit, mainly by using the facilities and staff of its new Academic Center (the local name for a learning resources center), which was opened in the spring of 1974. The physical features of this media center are, in general, similar to those found in other carefully designed centers: library space for 25,000 volumes; study carrels; rooms equipped for individual work in such fields as typing, listening, and piano; etc. What is unusual is the study plan based on the Center's resources.

To graduate from the high school, a student must perform acceptably in a minimum of 72 quarter-units of work. Of these, 60 are in the customary curriculum fields, for which grades are given and recorded. (Some of these have performance-level scales, so that a student can, if he chooses, try for credit without regular class attendance.) In addition to the required 60, a student must take at least 12 quarter-units of work in competency-based enrichment electives, in which no grades are given. Quoting from information given students last spring,

There are many types of individualized instruction.... The interest of the student is the primary factor in selecting course, objectives, and pace. Once a course has been selected, a contract will be signed by teacher, student, and his or her parents. The contract states specific objectives the student is to attain and some instructional procedures. When evaluations show that the contract has been fulfilled, a quarter-unit will have been earned...and will be shown on transcripts.

At the moment about 215 of the school's 345 students are using the Academic Center daily for individualized study of this kind or for independent study for which regular grades and credit are given on the basis of testing and other appropriate performance requirements, as agreed to in the original contract. (Though quarter-unit credit at Abernathy has a traditional time-spent definition--a period a day for 60 days--enrichment electives and other independent study courses are not given this kind of definition.)

Curtis Davenport says, "We have made a 'Texas brag' to our students that we will provide any course for them in which they have an interest. We will secure courses commercially, write our own, make necessary materials, etc." Among the quarter-unit courses in the present offering are:

Conversational Spanish, French, and German	Basic Drafting
Modern Classics	Bible History
Basic Electricity (two courses)	Practical Mathematics

There are also some offerings that are the equivalent of more than one unit; e.g., French (a text-cassette course), Sociology, and Creative Writing. Numerous others are of the mini-course variety.

9 SOUTH HILLS CATHOLIC HIGH SCHOOL, 1000 McNeilly Rd., Pittsburgh, Pa. 15526. This is a church-related secondary school enrolling about 1,000 boys. Contacts: the co-directors of the school's Center for Experiencing Media--Arthur P. Sharkey, Jr., and Irother Richard Emenecker, who is also the vice-principal.

South Hills' Center for Experiencing Media in 10 years has grown from a request for an overhead projector by a drafting teacher (now the vice-principal) to an integrated AV/television/instructional materials complex that provides students and teachers with many non-traditional ways of learning, which constantly involves large numbers of both faculty and boys. For example, in the last school year more than half

of the students worked on at least one project each in which they developed film, videotape, or other instructional materials as a learning activity and as part of the evidence of the progress they had made in some curriculum area.

One of the especially noteworthy features of this project work is that most of the materials created are added to the teaching/learning resources bank of the school. To illustrate, students film-taped an interview with the county sheriff for use in business law; for science, an interview with Astronaut Jim Irwin; and a discussion with two divorced people for a course in marriage. Sharkey says:

We have attempted to structure learning experiences through and with media.... The student experiences the media process and produces a media product for academic credit to demonstrate what he has learned. But we now are convinced, after years of doing this, that a new understanding of media as a communication tool by students is called for in schools.

The effectiveness of the South Hills Center has led to the establishment of a series of inservice workshops for teachers in both public and parochial schools in western Pennsylvania staffed by the Center's personnel. Participants in these workshops have hands-on experiences in the selection and use of a wide range of instructional resources, and at least two universities in the area grant credit for participation. This workshop series was given an AECT award as the best instructional media training program in the United States at the 1974 AECT convention.

- *If a media center is to be used fully and productively by students and faculty, its resources in materials and services must be known to and understood by those they are intended to serve. Some media centers use their own resources to create materials to show the ways in which basic collections and equipment can be used.*

- 9 CORONADO HIGH SCHOOL, 2501 North 74th St., Scottsdale, Ariz. 85257. This school has an enrollment of 3,000 students and a faculty of more than 130. Contact: Connie Mulholland, librarian. She says:

"We stress communication so we, as librarians and/or media specialists, communicate about communication. We use slide programs basically for instructional purposes on what materials we have and how we use them. We have standard programs such as Freshman Orientation, reference, and the New-Teacher program. We have specialized programs for specific classes, such as an introduction to critical materials for an advanced literature class.

"We design programs to aid in instruction in how to use AV equipment. Our sessions include a combination of theory, demonstration, and an opportunity for utilization. A program usually begins with how this equipment (or these materials) can be used in the classroom to enhance instruction. This is followed by either an actual demonstration or a slide-tape presentation. Finally, facilities are provided for hands-on time and experimentation.

"For ready reference, a Media Center Handbook is provided each staff member. It is loose-leaf so it can be kept up to date. It includes these major sections:

Introduction, including a complete guide on how to use the library

Equipment and Materials, giving kinds available and locations

Production Hints

Visual Lists, covering both the library and satellite media centers

Audio Materials Lists

Book Lists, especially high-interest bibliographies

"Finally, all of our holdings (materials and most of our equipment) are available for complete student and faculty use during and outside of library hours. Nothing is so sacred that use will abuse!" (Commenting on the same point, a media staff member in another school observed, "Everything in the center, except the staff, can be taken home by the students and teachers.")

- *Willingness to assist teachers in assembling and/or developing materials for specific instructional needs is characteristic of these exemplary media centers.*

- eg JEFFERSON HIGH SCHOOL, 1801 South 18th St., Lafayette, Ind. 47905. This is a three-year senior high school enrolling 2,100 boys and girls, about half of whom are college-bound. Contact: Peggy L. Pfeiffer, director, Instructional Materials Center.

The following paragraph is taken from a statement of philosophy and progress submitted by the Jefferson IMC staff to a new school board in February 1974.

One of the greatest challenges is to help teachers tailor teaching materials to fit their specific units of study. We (teacher and media personnel) talk over how best to present a particular concept--films, filmstrips, etc. Then, if there is nothing available which is commercially prepared, we make it ourselves. For example, an English teacher is doing a unit on Black poetry. We have a filmstrip which covers the subject to 1965 but nothing later, so we help the teacher make a set of slides and a tape for classroom use, mainly by photographing pictures the teacher had already collected from newspapers, magazines, etc. The teacher then narrates the presentation on tape. Now, we have a new and effective teaching tool for immediate use and to add to our collection of instructional resources.

- eg ALEXANDER RAMSEY HIGH SCHOOL, 1261 Highway 36, Roseville, Minn. 55113. One of two senior high schools serving the Roseville area, Ramsey has 97 certificated and 37 non-certificated personnel working with 1,635 students in grades 10-12. Contact: Naomi Hokanson, head librarian.

The services available in the Ramsey media center are summarized by Naomi Hokanson:

Classes, groups, or individuals are also provided materials and assistance in planning and producing presentations (slide-tape, transparencies, film, videotape, and resource materials). The media center staff makes a concentrated effort to keep teachers informed as to materials and services available. We prepare bibliographies on request, keep a current pamphlet file, and seek out teachers' input into material preview and selection, attend departmental meetings, participate in school advisory groups, produce special learning materials as needs arise and mass duplicate audio materials for the foreign languages program.

- Reports from all of these 14 exemplary media centers include phrases such as "easy access" and "readily available" to characterize both the operating point of view and the physical arrangement of their centers. Almost certainly, staff attitude is the single most influential determiner of ease of access, but at least three other factors are also at work. One of these is the amount and, especially, the arrangement of the spaces provided for media center activities.

- eg It will be recalled, for example, that the description of the LINCOLN COMMUNITY HIGH SCHOOL made mention of "six separate rooms or areas, all adjacent and all connected through open doorways." And a brochure about the newly opened JEFFERSON HIGH SCHOOL, also referred to previously, points up the physical availability of the IMC there:

The three-level academic wing is planned around the Instructional Materials Center on the middle floor. The Center is surrounded by the English and Social Studies departments.... Classrooms at either end of the Instructional Materials Center have direct access to encourage and permit use of the Center during regular classroom activities.

- Occasionally, however, a school is able to go even further in putting its learning resources center at the geographical as well as the academic hub of the school's life, a move which, admittedly, is easier to make in new than in old school buildings.

- eg PLYMOUTH-CARVER INTERMEDIATE SCHOOL, Plymouth, Mass. 02360. Opened in 1973, this school enrolls 1,800 students in grades 7, 8, and 9. The building as a whole has received several citations for its architectural/educational qualities. Contact: James M. Donovan, coordinator of instructional media.

The instructional and administrative programs at the Plymouth-Carver Intermediate School are based on the "house" or "school-within-a-school" concept. Spaces were laid out for four houses, each of which contains the academic areas for a three-grade group of youngsters, accommodations for the administrative and counseling personnel for the house, and a "commons" available for many different kinds of student activities.

Students from all of the houses share the use of a set of core facilities. One of these is the Instructional Materials Center, which is surrounded by the four house complexes. The IMC is so situated that students must pass it as they go from their houses to activities in any of the other core spaces--and probably will at least look in since the IMC is separated from the surrounding corridor only by a three-foot high solid rail.

In this hub of the school are a large central reading area with numerous wet carrels, a TV studio with two-channel closed circuit capabilities, one professional and one student darkroom, a graphics preparation area (large enough to accommodate staff inservice programs), two audio recording rooms, and a six-channel wireless cassette system for independent study.

- Although in a majority of schools the learning resources center is concentrated in a set of adjacent or nearby rooms, as illustrated above, in some instances the choice has been made--or forced by building conditions--to create a closely-knit "family" of centers or a primary center supplemented by several satellite centers.

9 FORT VANCOUVER HIGH SCHOOL, 5700 East 18th St., Vancouver, Wash. 98661.
Contact: Fred Reed, media specialist.

At Fort Vancouver High, a school building designed for flexible schedules and individualized teaching and learning, its 1,200 students--who, on the average, are scheduled with 40 percent of their time "unscheduled"--have access to instructional media deployed in six locations; namely in the

- Instructional Media Center ● Social Studies Resource Center
- Audiovisual Media Center ● Science/Math Resources Center
- Language Arts Resource Center ● Occupational Skills Resources Center

In each of these centers, a full range of print, audiovisual software, and equipment are available for both teacher and student use. An instructional aide and a series of teachers are available in each of the resource centers throughout the school day. It is interesting to note that production functions in the AV Media Center are carried out by a coeducational staff of 75 students, who receive state-approved vocational education credit for their work.

9 CEDAR FALLS HIGH SCHOOL, 10th and Division, Cedar Falls, Ia. 50613. The school's 1,430 students self-schedule themselves among the 140 classes available, in subjects ranging from the usual high school courses to such topics as Astronomy, Edible Plants, and Wild Life Conservation. Contact: David F. Bullers, educational media director, Cedar Falls Community Schools.

CFHS is in the process of developing a satellite plan, with two resource centers currently operating to complement the main media center, usually referred to as the library. Two others will be ready soon, now that space has been found for them. The English and social studies resource centers are the two now in use. Upcoming centers will be for mathematics and industrial arts.

Coordination of its working parts is essential if this kind of decentralized media center is to serve its constituency effectively, efficiently, and economically. Among the steps to this end taken in Cedar Falls are:

- ✓ All materials are ordered through the media department office, which also serves the other dozen schools in the system. This ordering is based on discussions among librarians and other staff members about materials needed in each center, when and how much duplication, etc.
- ✓ All materials--books, films, filmstrips, tapes, etc.--are cataloged and classified in the main library and all are included in the main library's card catalog, regardless of their customary place of shelving.
- ✓ All of the areas use the same set of regulations for the circulation of materials and in other ways try to observe uniformity in practice.

■ A second factor that determines ease of access to a media center is the range and depth of the media collection in that center, for "ease of access" has meaning only if a collection of materials and equipment is likely to be helpful when one gets to it. To be of greatest value to a community of students and teachers, a media collection ought to be home-made, so to speak. But a summary of the contents of the collection in one media center can suggest the scope of a media collection when a school or school system takes its development seriously, financially and intellectually.

- eg The head librarian at ALEXANDER RAMSEY HIGH SCHOOL provided the following inventory of materials available in that school's media center:

<u>Materials</u>		<u>Equipment</u>	
Print collection	26,769 titles	16mm projectors	17
Periodical subscriptions	306 titles	Filmstrip projectors	16
Non-print collection		Super 8 projectors	3
		Film loop projectors	10
Filmstrip kits	385	Controlled readers	2
Super 8 films	127	Cassette recorders	150
Filmstrips	69	Reel-to-reel recorders	10
Film loops	98	Overhead projectors	36
Microfiche	842	Videotape units (portable)	1
Microfilm	370	Videotape units (standard)	2 b/w, 1 c
Slides	11,000	Record players	30
Records	1,200 titles	Slide projectors	10
		Opaque projectors	3
		Super 8 cameras	4
		35mm cameras	2
		Microfilm readers	2
		Microfiche readers	2
		High speed cassette duplicator	1

- The third major determiner of ease of access to a media center and its contents is the size and composition of that center's staff. Some reference to staff composition has already been made in a few of the foregoing examples. Here are a few additional staff listings.

- eg WATERVILLE: director, assistant director, reference and cataloging librarian, assistant to the cataloging librarian, audiovisual librarian, AV technician, graphic arts technician, adult education assistant, secretary.
- eg PLYMOUTH-CARVER: one library professional, one AV professional, two technicians, three non-professional clerical assistants.
- eg VANCOUVER: four instructional aides (one for each Resource Center), one media clerk, one instructional aide (IMC), AV technician, two librarians (print and non-print).

- The life stories of the media centers covered by this Curriculum Report suggest one more generalization: Most of these exemplary programs have an evolutionary history even though, in retrospect, the impact of the evolution has been revolutionary.

- eg JORDAN HIGH SCHOOL, 9351 South State St., Sandy, Utah 84070. This school of 1,300 students and 50 teachers is housed in a building built in 1914. Contacts: Jay Burkinshaw or Genee West, media coordinators.

It all began in 1970, Burkinshaw wrote, when remodelling of the old building provided some space in which a start could be made in transforming a traditional library into a comprehensive media program. At the outset the remodelling produced only space enough for a reading room that could accommodate 110 youngsters at most and had three typing carrels and room for some magazine and AV storage. But things

began to happen, Burkinshaw went on to say:

With the full support of our principal, we added a photography lab, a print shop, color video cassettes and camera, new internal audio system, and new AV equipment to carry on the program. After the first year I received the help of two full-time people: another media coordinator (Mrs. West) and a secretary. As the program blossomed we recruited student help so that we normally have two student photographers, three or four library helpers per period, two or three students for graphics production, a student printer, and students to help with sound systems and television.

■ *Perhaps no reminder is needed that, in the end when everything has been done that needs doing with regard to materials and equipment and people for a media center, it will be only what that center contributes to a school's students and their learning that really matters. But underlining that criterion with one final example seems an appropriate way to conclude this discussion of exemplary practice.*

e 9 CLARA E. WESTROPP JUNIOR HIGH SCHOOL, 19101 Puritas Rd., Cleveland, Ohio 44135. This junior high is an integrated school with 800 boys and girls in grades 7-9 and 35 faculty members. Contact: Margaret Kreager, librarian.

Westropp's Learning Center is a striking gazebo-shaped facility made up of the spacious main floor with a sunken browsing well, a floating circular balcony for quiet work, four conference rooms for small-group work, a media room, offices, and an AV storage space. Students using the Learning Center move freely from one interest point to another, but the four staff members are located so that there is always professional help for students available in any area.

The Learning Center is an active, contributing partner in every aspect of the instructional life of Westropp. This sense of partnership is essential, and the interplay of classroom and Center is a primary source of the creative vitality of the school's curriculum. Here are notes on a few recent projects in which the Center has participated and which illustrate this partnership in action.

- Science Following research, which made extensive use of Center resources, students built (from a discarded vacuum cleaner) a device to take air samplings. Pollutants were identified, possible sources located, local industrial plants contacted about the findings and asked about plans for control. Neighborhood sources of pollutants--car engines, jet smoke trails, home incinerators--were investigated and documented on slides. Daily pollution counts were posted in the Center.
- Social Studies The ninth grade curriculum examines the role of the individual in contemporary society. Concepts relating to institutions, personal rights, individual responsibilities have been graphically shown through overhead transparencies produced by students and teachers, and students have documented current issues in their lives through slide presentations based on local situations. Contemporary fiction is used to broaden students' understanding of the teenager's role in society.
- Home Economics The dramatic finale to the ninth grade Clothing course was a "Fashion Americana" show presented in the Learning Center before an appreciative audience of parents and other students. The student models assembled on the Center's balcony in the fashions they had made, and then one by one descended the staircase as the coordinator commented on each student's outfit, as in professional fashion shows.

Obviously, according to Margaret Kreager in her summarizing, this program seeks to involve the student and to develop pleasant associations with the Learning Center facility, staff, and materials, one school's answer to the challenging potential of cross-media learning materials in which both the student and the professional may experience satisfaction in the learning process.

Two References

Of the many available references on media programs and instructional materials centers, two have been selected for mention here. Both are recent publications, provide detailed and dependable guides to action, and will be as useful to administrators and supervisors as to media specialists. Purchase recommended. (Please do not request these publications from NASSP.)

Media Programs: District and School (1975; \$2.95) American Association of School Librarians, ALA, 50 E. Huron St., Chicago, Ill. 60611. Association for Educational Communications and Technology, 1201 16th St., N.W., Washington, D.C. 20036.

This replaces the 1969 publication, Standards for School Media Programs, also a collaborative effort of the two associations, and no doubt soon will also replace its predecessor volume as the basic reference book in its field.

Guidelines for the Development of Campus Learning Resources Centers (1974; \$2) Texas Education Agency, 201 E. 11th St., Austin, Tex. 78701.

The Introduction reads in part, "This guide has been developed to assist local educators in evaluating and improving school learning resources programs in terms of planning, personnel, equipment, facilities, use of materials, and financial support."

KUDOS....The men and women identified rather matter-of-factly in these pages as "contacts" actually are the principal authors of this Curriculum Report, since they provided the information on which it has been built. In every instance, though, they supplied many more significant details about their programs than could be used here, so the editor must add a touch of regret to his expression of gratitude. Happily, these "contacts" are as willing to share with CR readers as they were with its editor. A number of other people were also most helpful, especially at the developmental stage in the life of this issue. Two of these are: HOWARD HITCHENS, JR., executive director of the Association for Educational Communications and Technology, and ELNORA PORTEUS, directing supervisor of educational media services, Cleveland Public Schools, and past president of the American Association of School Librarians.

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